1	2	3	4
16.	Mizoram	861.12	861.12
17.	Nagaland	324.11	324.11
18.	Orissa	25950.96	21757.38
19.	Punjab	7219.24	7218.96
20.	Rajasthan	26000.91	25616.70
21.	Sikkim	124.66	124.10
22.	Tamil Nadu	10011.44	9176.66
23.	Tripura	1393.32	1393.32
24.	Uttar Pradesh	40813.40	40813.40
25.	West Bengal	11059.08	10803.08
26.	A. & N. Islands	30.09	12.09
27.	Chandigarh	1.17	1.17
28.	Dadra and Nagar Haveli	36.46	17.96
29.	Delhi	427.83	373.84
30.	Daman and Diu	21.44	19.68
31.	Lakshadweep	2.48	2.47
32.	Pondicherry	178.12	177.77
33.	Uttranchal	2566.34	2566.34
34.	Jharkhand	0.00	0.00
35.	Chhattisgarh	0.00	0.00
	TOTAL	355179.87	332918.44

Acceptance of Yashpal Committee recommendations

1106. DR. (SHRIMATI) NAJMA A. HEPTULLA:
SHRI MAHENDRA MOHAN:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government is aware that Yashpal Committee has made certain recommendations regarding higher education;

(b) if so, the details of these recommendations;

(c) whether Government has accepted those recommendations;

(d) if so, whether recommendations made by Knowledge Commission will also be taken into consideration; and

(e) if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) and (b) The Committee to Advise on Renovation and Rejuvenation of Higher Education constituted by the Government under the Chairmanship of Prof. Yash Pal has submitted its Report on 24th June, 2009. The recommendations of the Committee, *inter-alia*, are:

(i) Creation of an all-encompassing National Commission for Higher Education and Research (NCHER), a Constitutional body to replace the existing regulatory bodies including the University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teachers Education (NCTE) and Distance Education Council (DEC) and to follow up the Constitutional amendment with an appropriate law for the Commission's functioning;

(ii) Universities are to be made responsible regarding the academic content of all courses and programmes of study including professional courses. Professional bodies like the AICTE, NCTE, MCI, BCI, COA, INC, PCI etc. to be divested of their academic functions, which would be restored to the universities;

(iii) Curricular reform should be the topmost priority of the newly created NCHER which would create a curricular framework based on the principles of mobility within a full range of curricular areas and integration of skills with academic depth;

(iv) It should be mandatory for all universities to have a rich undergraduate programme and undergraduate students must get opportunities to interact with the best faculty. While appointing teachers to the universities their affiliation to a particular college should also be specified to emphasize the need for their exposure to undergraduate students;

(v) Undergraduate programs should be restructured to enable students to have opportunities to access all curricular areas with fair degree of mobility. Normally, no single discipline or specialized university should be created;

(vi) The vocational education sector is at present outside the purview of universities and colleges, and alienation of this sector can be overcome by bringing it under the purview of universities and by providing necessary accreditation to the courses available in polytechnics, industrial training institutions, and so on;

(vii) The NCHER should also galvanize research in the university system through the creation of a National Research Foundation;

(viii) New governing structures should be evolved to enable the universities to preserve their autonomy in a transparent and accountable manner;

(ix) Practice of according status of deemed university be stopped forthwith till the NCHER takes a considered view on it. It would be mandatory for all existing deemed universities to submit to the new accreditation norms to be framed on the lines proposed in this report within a period of three years failing which the status of university should be withdrawn. However, unique educational initiatives which have over a period of time enriched higher education by their innovations be given recognition and supported appropriately;

(x) Modern higher education system requires extension facilities, sophisticated equipment and highly specialized knowledge and competent teachers. It would not be possible for every university to possess the best of these infrastructures. Hence, one of the primary tasks of the NCHER should be to create several inter-university centers (IUCs) in diverse fields to create the best of these possibilities and attract the participation of several institutions of higher learning to avail them;

(xi) Institutions of excellence like the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) should be encourages to diversify and expand their scope to work as full-fledged universities, while keeping intact their unique features, which shall act as pace-setting and model governance systems for all universities;

(xii) One of the first tasks of the NCHER should be to identify the best 1,500 colleges across India to upgrade them as universities, and create clusters of other potentially good colleges to evolve as universities;

(xiii) Universities should establish live relationship with the real world outside and develop capacities to respond to the challenges faced by rural and urban economies and culture;

(xiv) All levels of teacher education should be brought under the purview of higher education;

(xv) A national testing scheme for admission to the universities on the pattern of the Graduate Record Examination (GRE) should be evolved which would be open to all the aspirants of University education, to be held more than once a year. Students would be permitted to send their best test score to the university of their choice;

(xvi) Quantum of Central financial support to State-funded universities should be enhanced substantially on an incentive pattern, keeping in view the needs for their growth;

(xvii) Expansion of the higher education system should be evaluated and assessed continuously to excel and to respond to the needs of different regions in India in order to ensure not only equity and access but also quality and opportunity of

growth along academic vertical. The NCHER too should be subject to external review once in five years.

(xviii) A National Education Tribunal should be established with powers to adjudicate on disputes among stake-holders within institutions and between institutions so as to reduce litigation in courts involving universities and higher education institutions;

(xix) A Task Force should be set up to follow up on the implementation of the recommended Agenda for Action within a definite time-frame.

(c) The report is under consideration of the Government.

(d) Yes, Sir.

(e) The need for an overarching independent body for overseeing the entire spectrum of higher education has been accepted by Government as one of its priorities.

Mandate of AICTE

1107. SHRI SANTOSH BAGRODIA:
SHRI GIREESH KUMAR SANGHI:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the mandate of the All India Council of Technical Education (AICTE);

(b) whether it is a fact that a vast variety of disciplines is covered by the AICTE;

(c) whether the AICTE have expertise to determine, monitor and evaluate the standards of higher educational institutions teaching such vast spectrum of discipline;

(d) whether it is also a fact that certain such disciplines covered under AICTE are also governed by the statutory autonomous councils; and

(e) if so, whether Government would consider withdrawing such disciplines from the purview of AICTE?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) and (b) As per Section 10 of the All India Council for Technical Education (AICTE) Act, "it shall be the duty of the Council to take all such steps as it may think fit for ensuring coordinated and integrated development of technical education and maintenance of standards and for the purposes of performing its functions under this Act." The disciplines covered by the AICTE are laid down in the AICTE Act and include programmes in the field of Engineering, Technology including MCA, Architecture, Town Planning, Management, Pharmacy, Hotel management and Catering Technology, Applied Arts and Crafts and such other programmes and areas as notified by the Council from time to time.

(c) The Council has constituted ten Boards of Studies which advice the Executive Committee of the AICTE on academic matters falling in their area of concern including norms, standards, model curricula and structure of courses. The Council has also constituted eight